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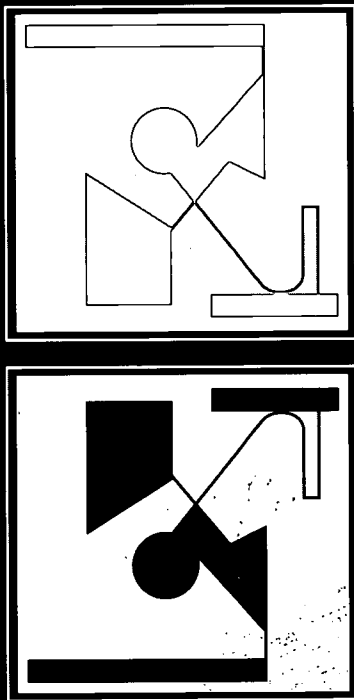
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IDENTIFIERS *South Africa; South Africans

ABSTRACT

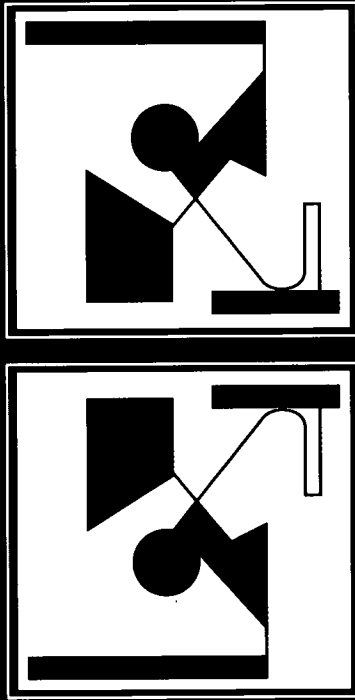
This is the 19th publication in a series that provides an overview of various aspects of education in South Africa. No publication was produced in 1999 because official data were not yet ready, so this document contains some 1998 information along with that for 1999. Obtaining data on a racial basis remains a problem, and it is recognized that the reaching of important goals of the national educational policy with respect to equity, redress, and access can only be achieved if educational data can be disaggregated in terms of racial groupings. In this report indicators other than matric results (matriculation examination) are presented for the first time with the report of South African results for two international studies. In 1999, the 2,772,225 students of the KwaZulu-Natal education department represented 22.5% of the country's total students. In contrast, only 1.7% (204,238) students were enrolled in the Northern Cape region. Data are supplied in graph and table form for the following provinces: (1) Western Cape; (2) Eastern Cape; (3) Free State; (4) Gauteng; (5) KwaZulu-Natal; (6) Mpumalanga; (7) Northern Cape; (8) Northern Province; and (9) North West. Data include the number of teachers and their qualifications, student enrollment for each province by grade and gender, matric test results by subject and province, university and technical school enrollment, and achievement data in numeracy and literacy. (Contains 14 figures.) (SLD)



EDUCATION AND MANPOWER DEVELOPMENT

Research Institute for Education Planning, Faculty of the Humanities

19



1999

Strauss
Van der Linde
Plekker

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1

REPUBLIC OF SOUTH AFRICA

Provinces and Statistics:

- North West:** Population: 3 354 825, Area: 116 320 km²
- Free State:** Population: 8 417 021, Area: 129 480 km²
- Eastern Cape:** Population: 6 302 525, Area: 169 580 km²
- Northern Cape:** Population: 3 956 875, Area: 370 km²
- Western Cape:** Population: 3 956 875, Area: 370 km²
- South West:** Population: 3 354 825, Area: 116 320 km²
- Free State:** Population: 8 417 021, Area: 129 480 km²
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- Northern Cape:** Population: 3 956 875, Area: 370 km²
- Western Cape:** Population: 3 956 875, Area: 370 km²

Major Cities: Pretoria, Johannesburg, Cape Town, Port Elizabeth, Durban, Pietermaritzburg, Nelspruit, Bloemfontein, Umtata, Bisho, Kimberley, Mmabatho, Nelspruit.

Neighboring Countries: Zimbabwe, Mozambique, Botswana, Namibia, Lesotho, Swaziland.

Inset Box:

- Free State:** Population: 2 633 000, Area: 129 480 km²
- Kwazulu-Natal:** Population: 8 417 021, Area: 129 480 km²

Errata
Free State
Population: 2 633 504
Area: 129 480 km²
Kwazulu-Natal
Population: 8 417 021
Area: 92 100 km²

Education and Manpower Development

1999, No 19

Compiled by: JP Strauss
HJ van der Linde
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The points of view expressed in this publication are those of the compilers and do not necessarily represent those of the University of the Orange Free State.

PREFACE

This is the nineteenth publication in the series on the 1999 educational data that gives an overview of various aspects of education in South Africa. No publication was produced in 1999 (on the 1998 data), as official data were not available at that stage. This issue will also include some of the 1998 information.

The availability of data on a racial basis is still a problem. The reaching of important goals of the national education policy e.g. equity, redress and access can only be assessed if educational data are also disaggregated in terms of racial groupings.

For the first time other indicators than matric results also became available. The international Education for All (EFA) 2000 Assessment and the Monitoring of Learning Achievement (MLA) projects of UNESCO gave an insight into some other aspects of education, never before assessed on a national basis. The MLA project was performed on a representative sample of grade 4 learners in 400 schools all over the country where they were tested for competency in literacy, numeracy and life skills.

The proposed systemic evaluation and whole school evaluation projects of the Quality Assurance section of the national department will in future also provide new and important information about education to administrators, educators and the general public.

The national EMIS system is still finding its feet. Much progress has been made but the flow of data and information is still too slow. This is partly the result of understaffed EMIS sections

and partly the result of overloading EMIS staff with additional tasks like staff provisioning and funding norm calculations. Some provinces still do not have the capacity to handle and finalise annual surveys within the requested time with the result that the national department can only make official data available when the planning and research value has decreased. The importance of EMIS sections is still not acknowledged as most EMIS sections in departments of Education are still seen as a line instead of a strategic service.

This brochure is a broad-brush stroke of the numbers in education. The major part of the data is from the traditional formal school systems. General Education and Training (GET) phase and the school component of the Further Education and training (FET) phase as well as the Technikon and University component of the Higher Education Sector. Information on Technical Colleges (FET sector) and other colleges (Teacher, Nursing, Agriculture, etc.) is not included.

The compilers trust that the reader will find this issue stimulating and mind provoking and that it will contribute to a better understanding of education in South Africa.

H J VAN DER LINDE
DIRECTOR: RIEP

Fig. 1: Learner enrolment according to province, 1999

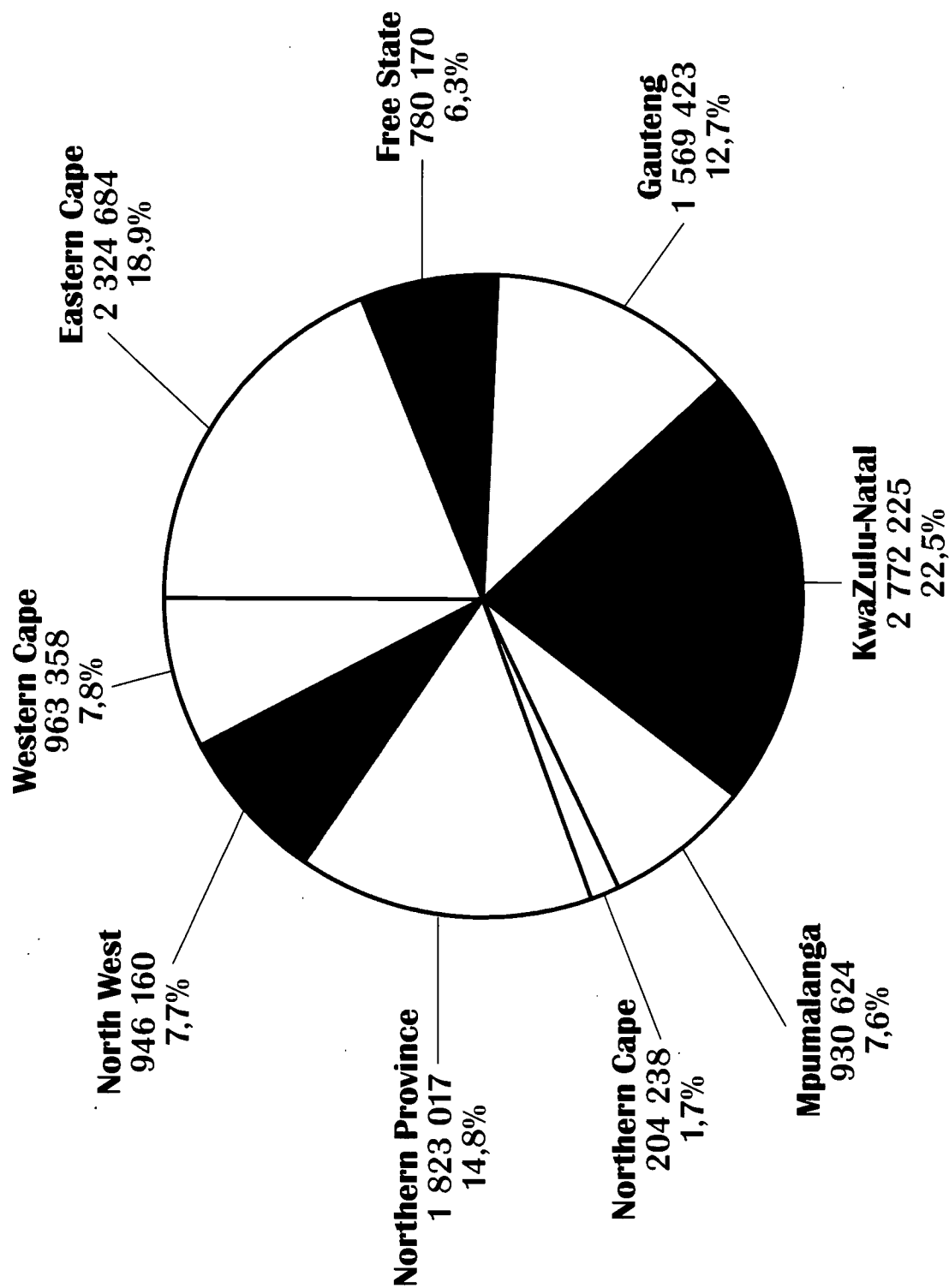
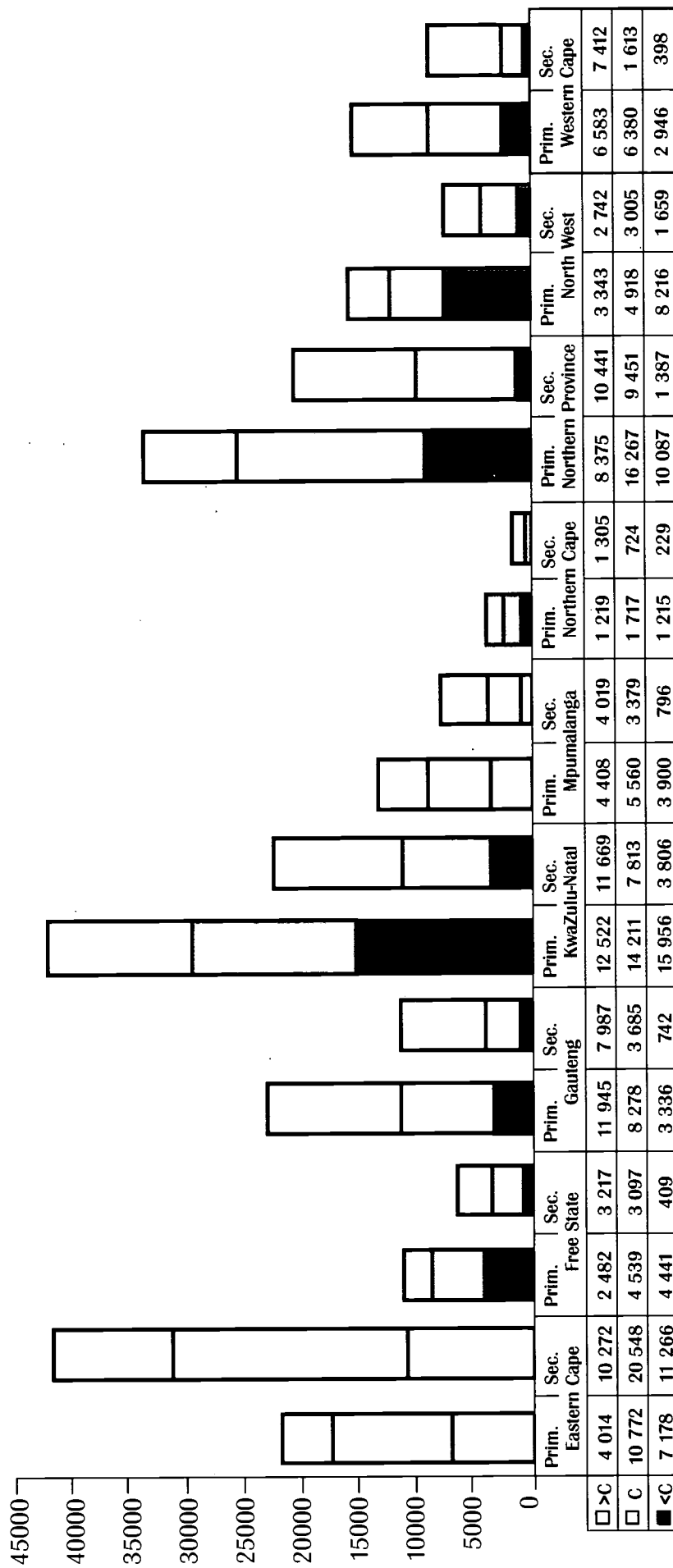


Fig. 2: Number of teachers according to qualifications and school level, 1999



	Eastern Cape		Free State		Gauteng		KwaZulu-Natal		Mpumalanga		Northern Cape		Northern Province		North West		Western Cape	
Qualifications	Primary %	Secondary	Primary %	Secondary	Primary %	Secondary	Primary %	Secondary	Primary %	Secondary	Primary %	Secondary	Primary %	Secondary	Primary %	Secondary	Primary %	Secondary
<C	32,68	26,77	38,75	6,08	14,16	5,98	37,38	16,34	28,12	9,71	29,27	10,14	29,04	6,52	49,86	22,40	18,52	4,22
C	49,04	48,82	39,60	46,07	35,14	29,68	33,29	33,55	40,09	41,24	41,36	32,06	46,84	44,41	29,85	40,58	40,10	17,12
>C	18,28	24,41	21,65	47,85	50,70	64,34	29,33	50,11	31,79	49,05	29,37	57,79	24,12	49,07	20,29	37,02	41,38	78,66
Learner: Educator ratio	35,9		41,0		41,7		42,2		42,1		32,0		31,6		36,9		38,2	

Fig. 3a: Learner enrolment according to gender in the EASTERN CAPE, 1999

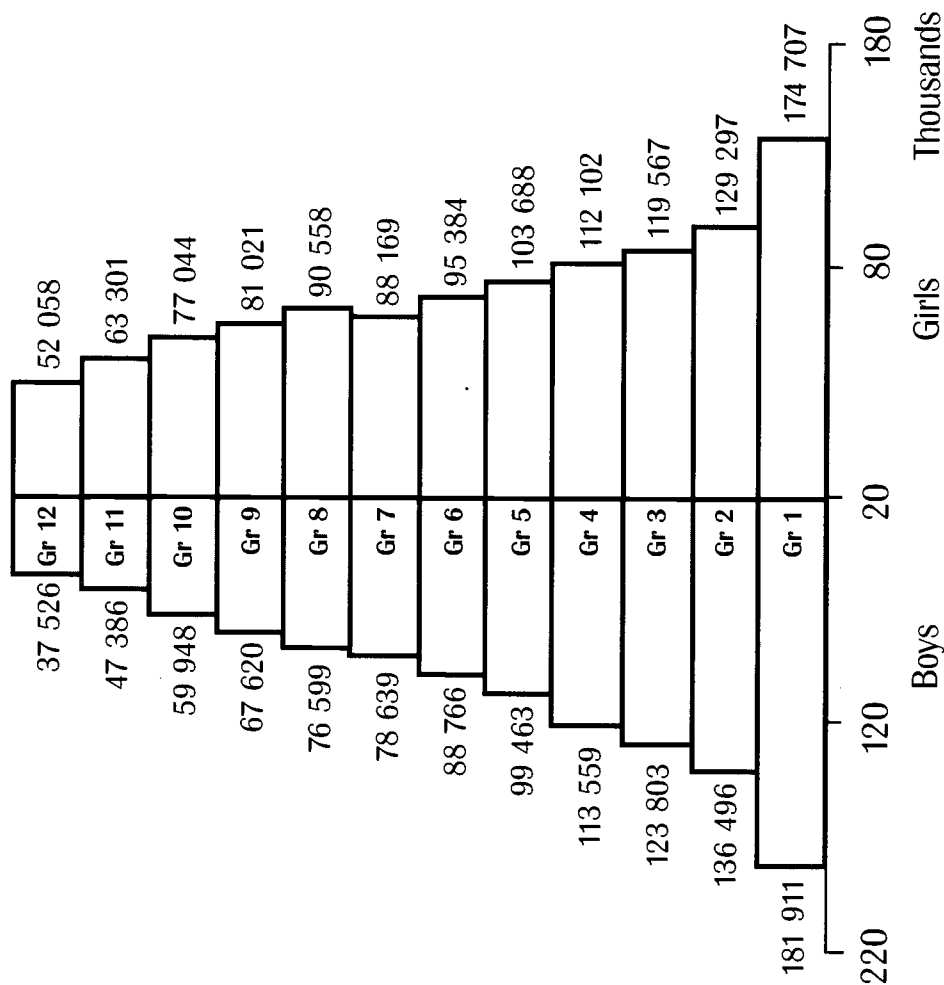


Fig. 3b: Learner enrolment according to gender in the FREE STATE, 1999

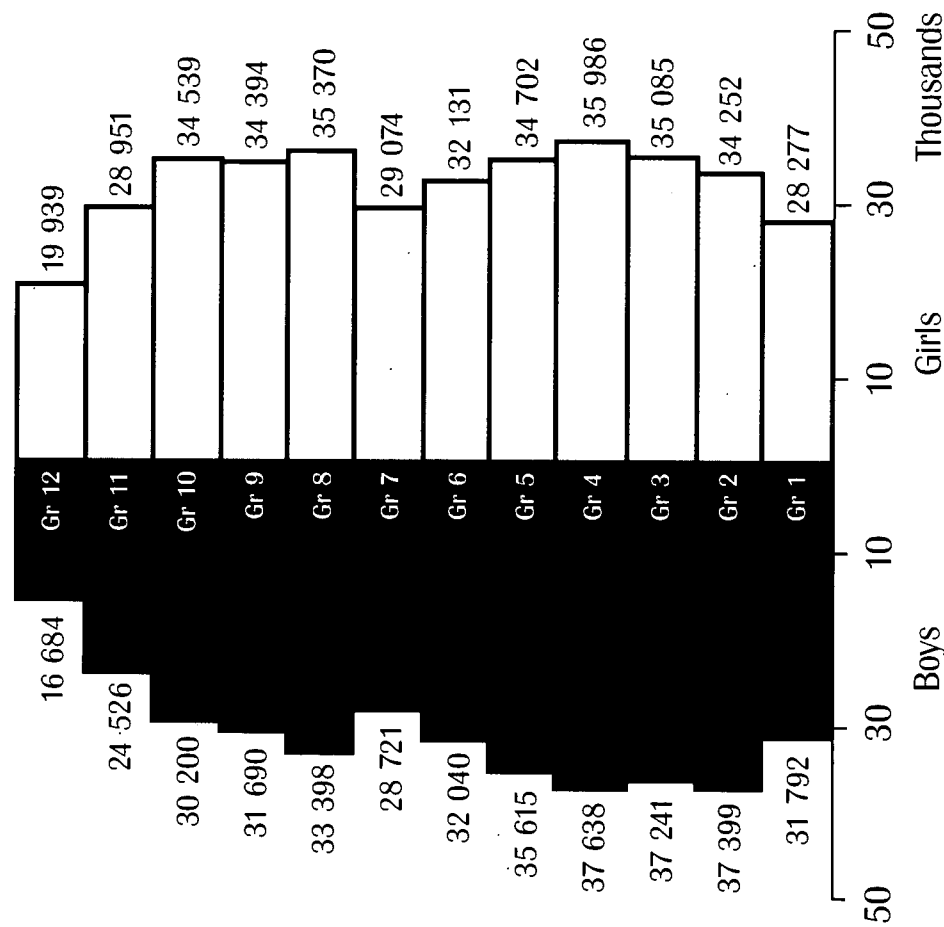


Fig. 3c: Learner enrolment according to gender in the GAUTENG, 1999

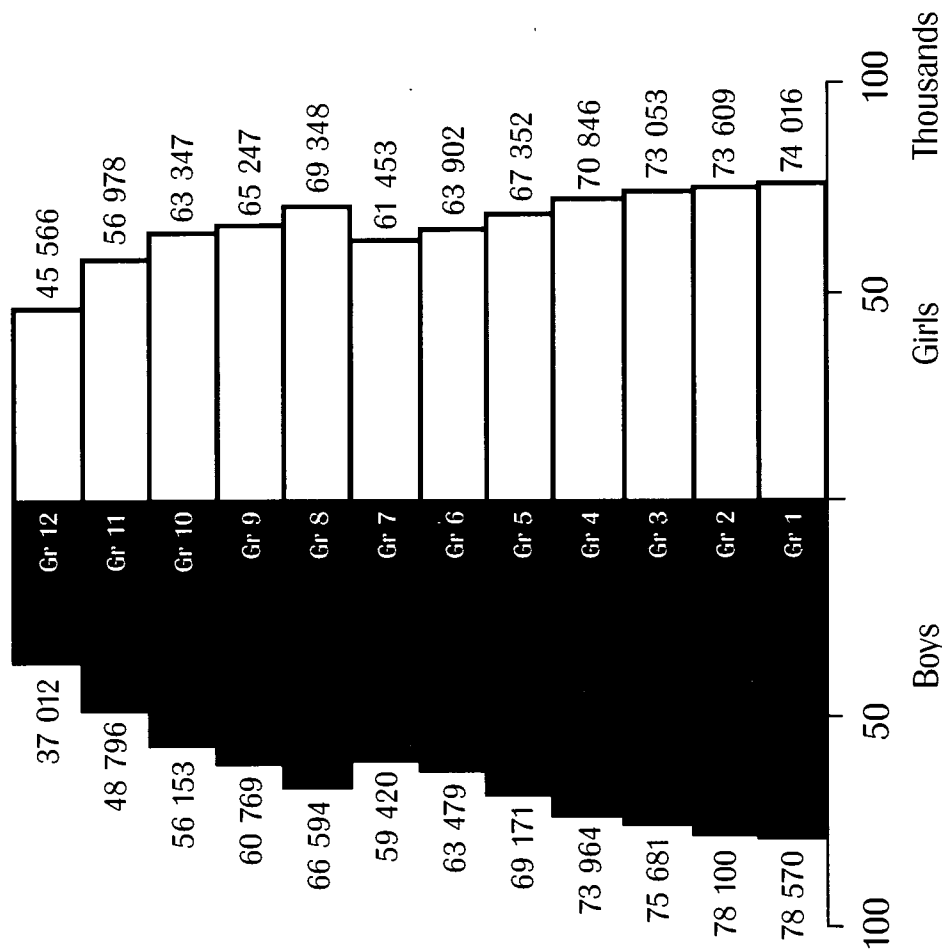


Fig. 3d: Learner enrolment according to gender in the KWAZULU-NATAL, 1999

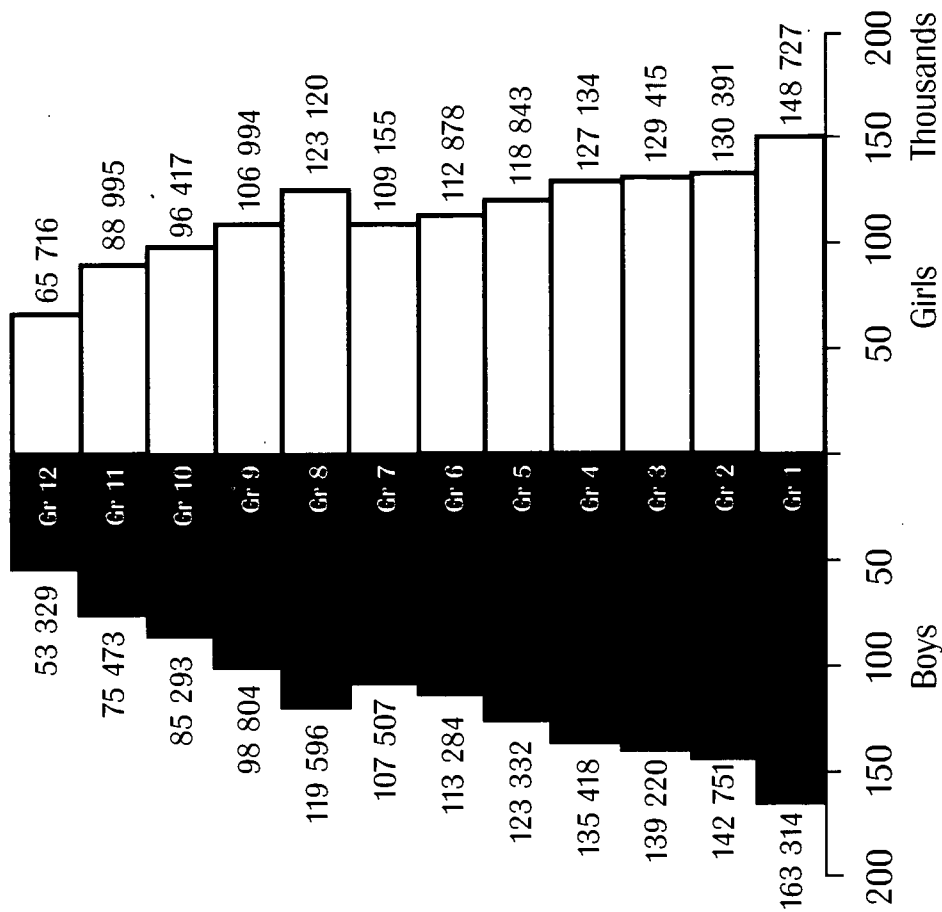


Fig. 3e: Learner enrolment according to gender in the MPUMALANGA, 1999

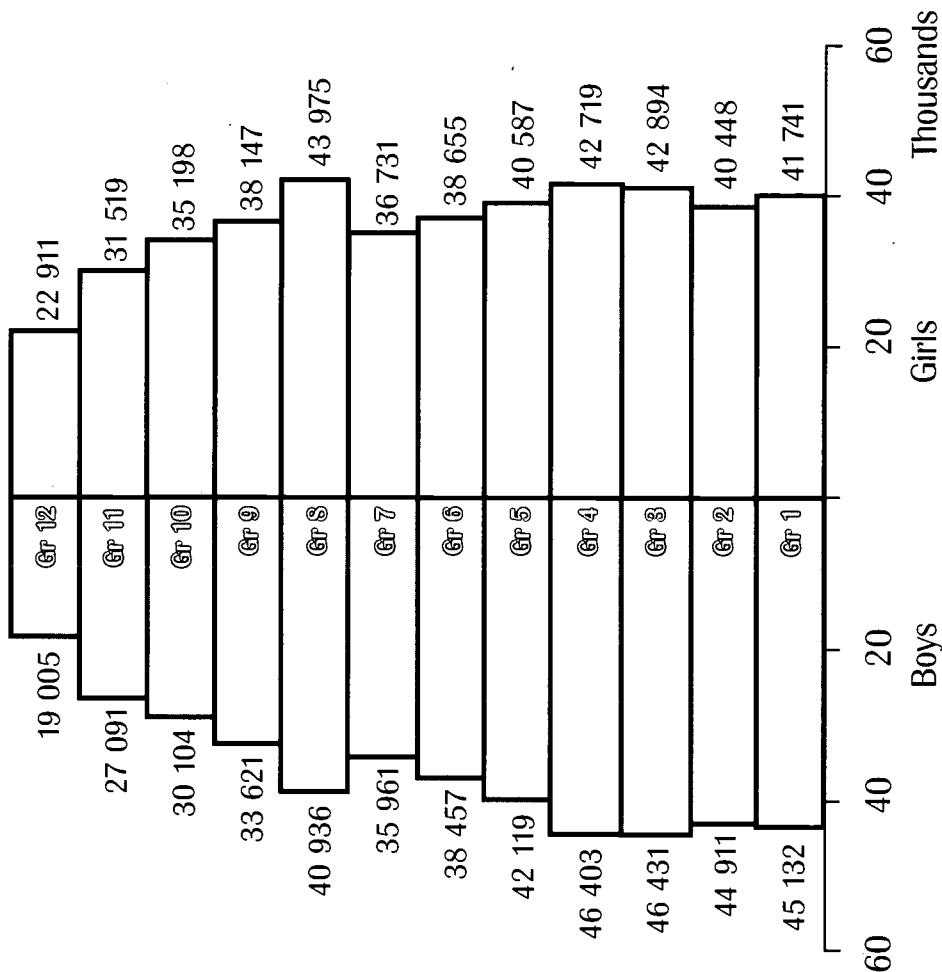


Fig. 3f: Learner enrolment according to gender in the NORTHERN CAPE, 1999

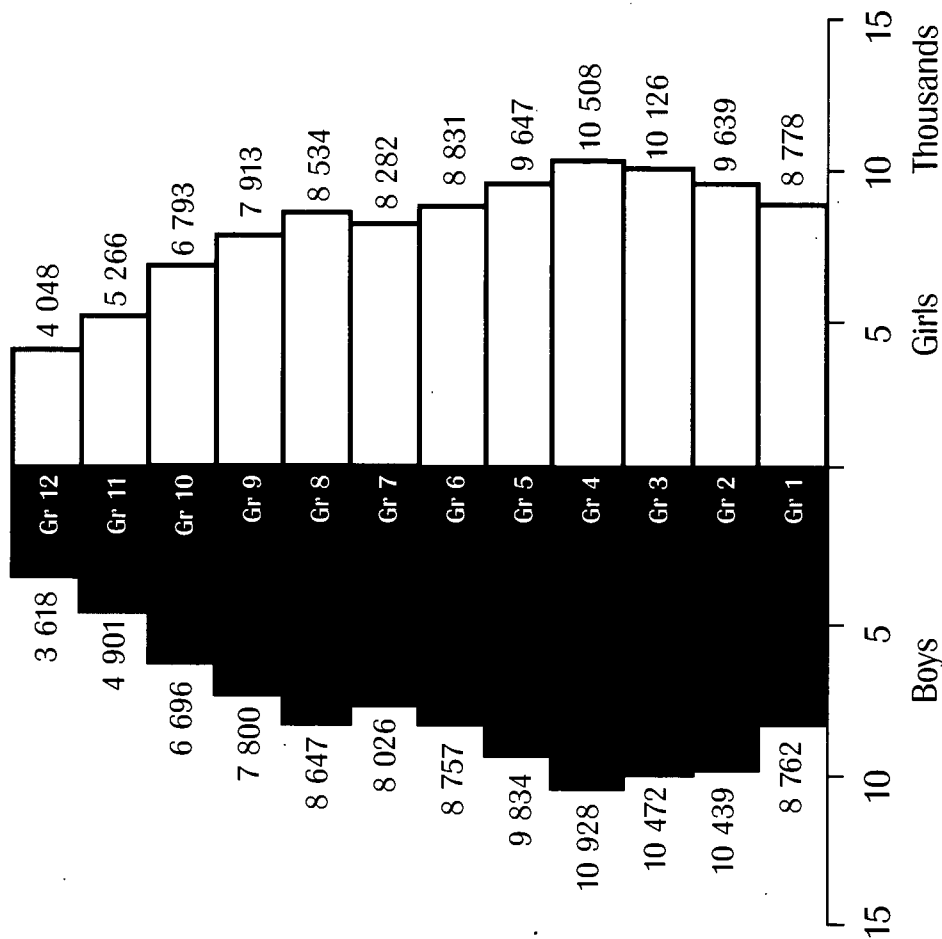


Fig. 3g: Learner enrolment according to gender in the NORTHERN PROVINCE, 1999

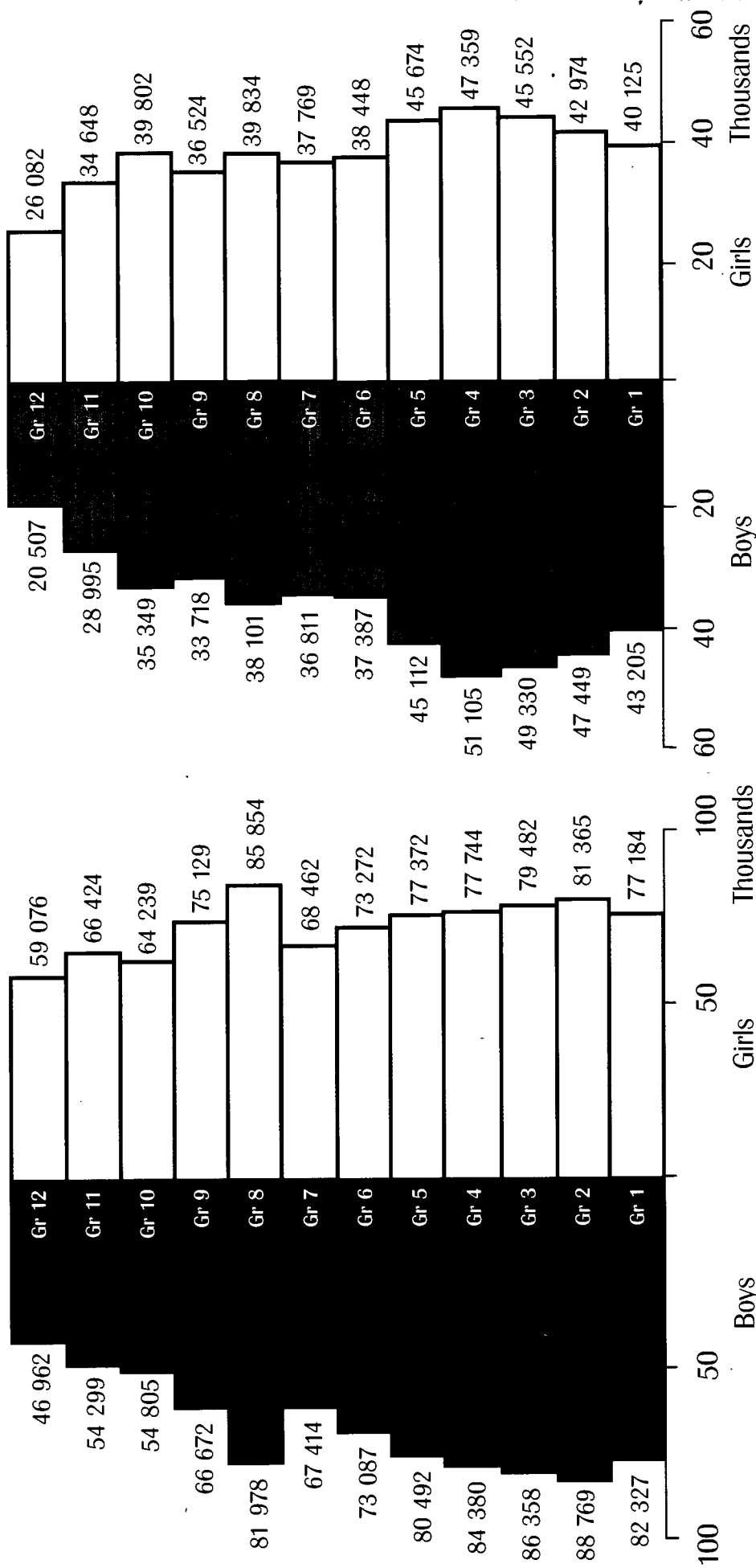


Fig. 3h: Learner enrolment according to gender in the NORTH WEST, 1999

Fig. 3i: Learner enrolment according to gender in the WESTERN CAPE, 1999

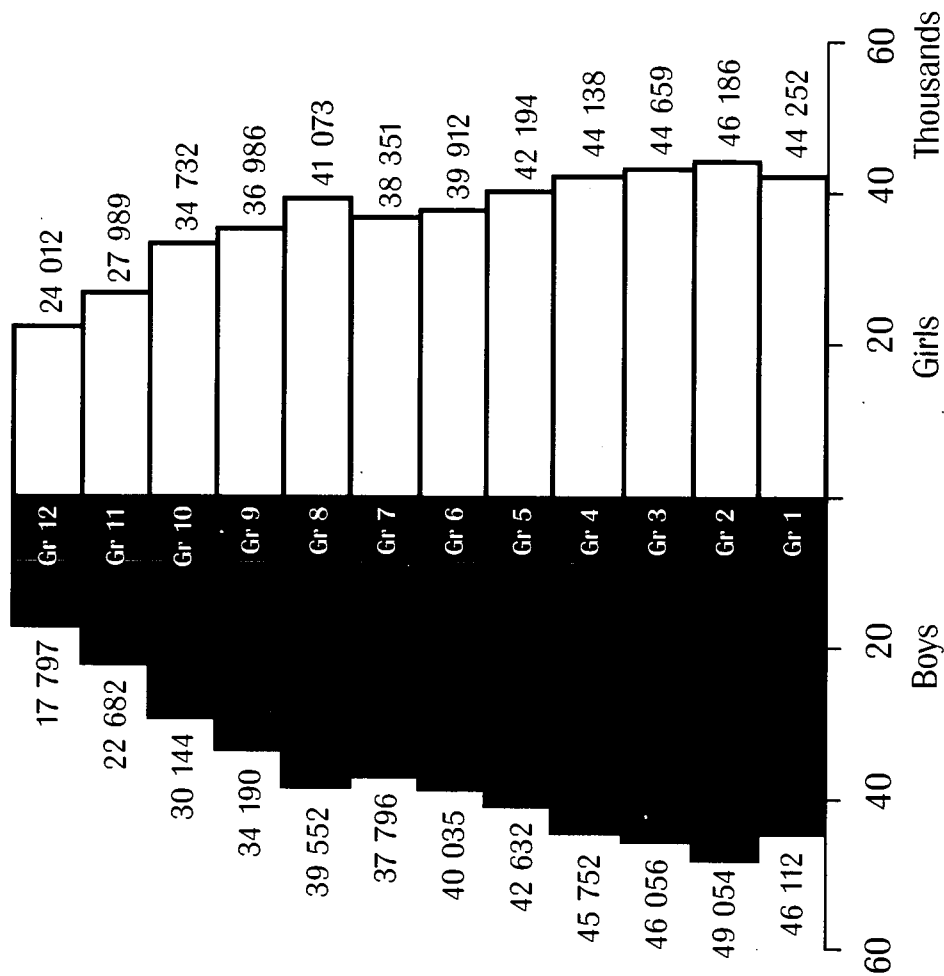


Fig. 3j: Learner enrolment according to gender in the SOUTH AFRICA, 1999

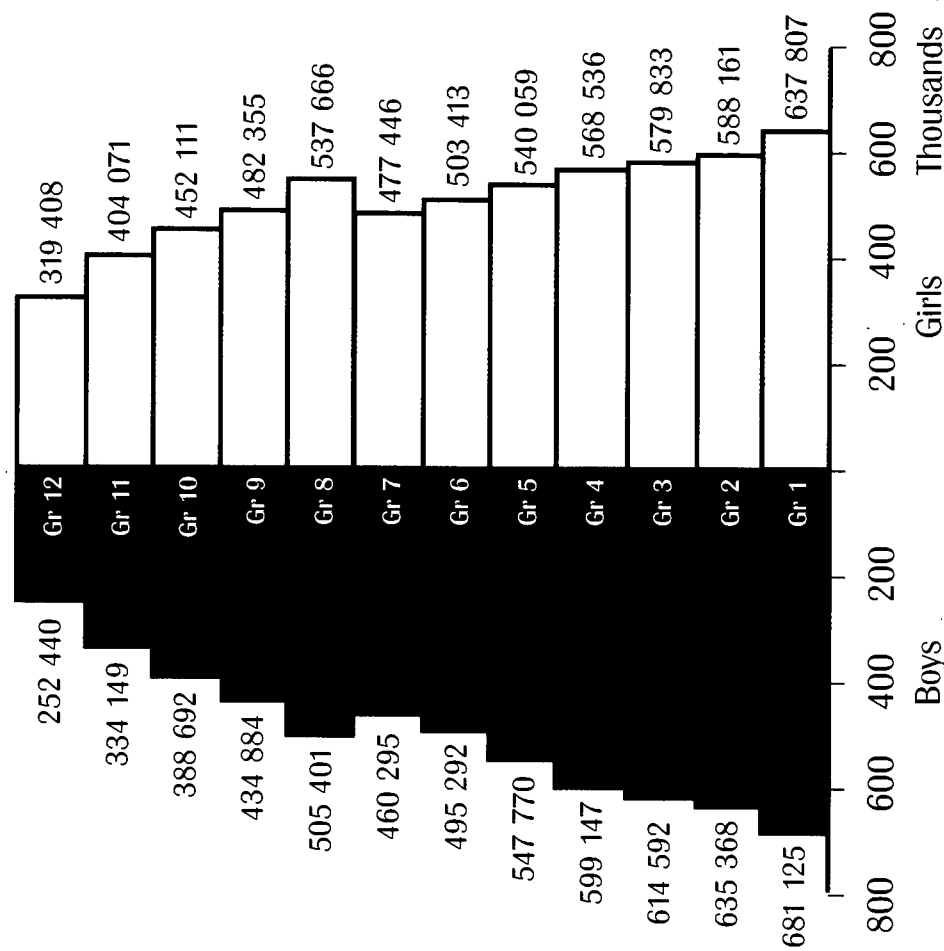




Table 1: Grade 12 examination results per province, 1994 - 1999

		1994		1995		1996		1997		1998		1999	
	Wrote	73 728		67 397		66 600		76 851		82 517		79 831	
Eastern Cape	Total passes	41 881	56,80%	32 220	47,81%	32 639	49,01%	35 540	46,25	37 206	45,09%	32 029	40,12%
	Exemption	10 648	14,44%	7 181	10,65%	7 061	10,60%	7 526	9,79	6 533	7,92%	5 438	6,81%
	Wrote	30 278		33 147		35 526		40 157		40 777		33 004	
Free State	Total passes	16 888	55,78%	16 467	49,68%	18 153	51,10%	17 059	42,48	17 699	43,40%	13 909	42,14%
	Exemption	4 536	14,98%	3 893	11,74%	4 208	11,84%	4 296	10,70	4 338	10,64%	3 584	10,86%
	Wrote	75 266		79 215		69 525		75 910		76 861		71 757	
Gauteng	Total passes	46 143	61,31%	45 940	57,99%	42 142	60,61%	39 188	51,62	42 700	55,55%	40 936	57,05%
	Exemption	15 698	20,86%	14 893	18,80%	13 810	19,86%	13 135	17,30	12 498	16,26%	11 479	16,00%
	Wrote	75 409		87 053		86 456		105 449		108 063		103 268	
Kwazulu-Natal	Total passes	51 005	67,64%	60 302	69,27%	53 397	61,76%	56 616	53,69	54 324	50,27%	52 306	50,65%
	Exemption	19 450	25,79%	22 097	25,38%	20 040	23,18%	19 199	18,21	17 998	16,66%	16 575	16,05%
	Wrote	40 113		45 479		41 630		39 091		41 612		38 236	
Mpumalanga	Total passes	19 039	47,46%	17 355	38,16%	19 739	47,42%	17 995	46,03	21 887	52,60%	18 465	48,29%
	Exemption	4 367	10,89%	3 404	7,48%	4 332	10,41%	3 630	9,29	5 184	12,46%	4 188	10,95%
	Wrote	5 855		6 529		7 007		7 611		7 429		7 160	
Northern Cape	Total passes	4 551	77,73%	4 863	74,48%	5 194	74,13%	4 855	63,79	4 858	65,39%	4 603	64,29%
	Exemption	1 235	21,09%	1 138	17,43%	1 225	17,48%	1 122	14,74	806	10,85%	808	11,28%
	Wrote	129 951		138 816		122 447		128 559		114 621		104 200	
Northern Province	Total passes	57 731	44,43%	52 425	37,77%	47 569	38,85%	41 031	31,92	40 218	35,09%	39 093	37,52%
	Exemption	15 767	12,13%	10 366	7,47%	9 351	7,64%	7 266	5,65	7 780	6,79%	7 861	7,54%
	Wrote	34 984		41 950		46 221		48 542		42 436		36 819	
North West	Total passes	24 572	70,24%	27 812	66,30%	32 185	69,63%	24 259	49,98	23 158	54,57%	19 187	52,11%
	Exemption	8 030	22,95%	7 102	16,93%	7 611	16,47%	5 336	10,99	5 691	13,41%	4 702	12,77%
	Wrote	29 824		31 867		34 830		37 063		38 546		37 199	
Western Cape	Total passes	25 533	85,61%	26 358	82,71%	27 940	80,22%	28 252	76,23	30 438	78,97%	29 303	78,77%
	Exemption	8 766	29,39%	8 747	27,45%	12 130	34,83%	8 617	23,25	9 028	23,42%	9 090	24,44%

Fig. 5: Results for the different Languages in the matriculation examination, 1999

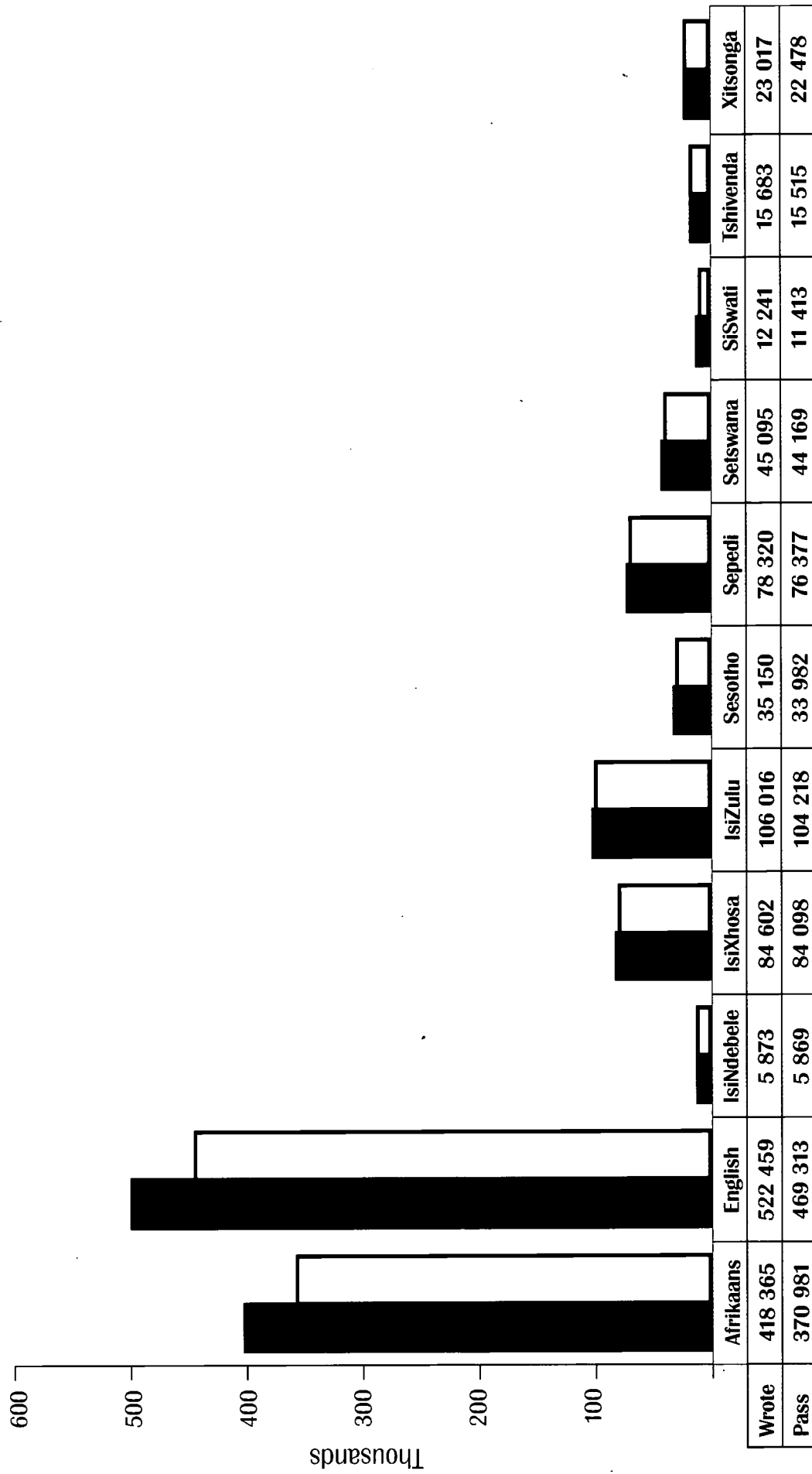
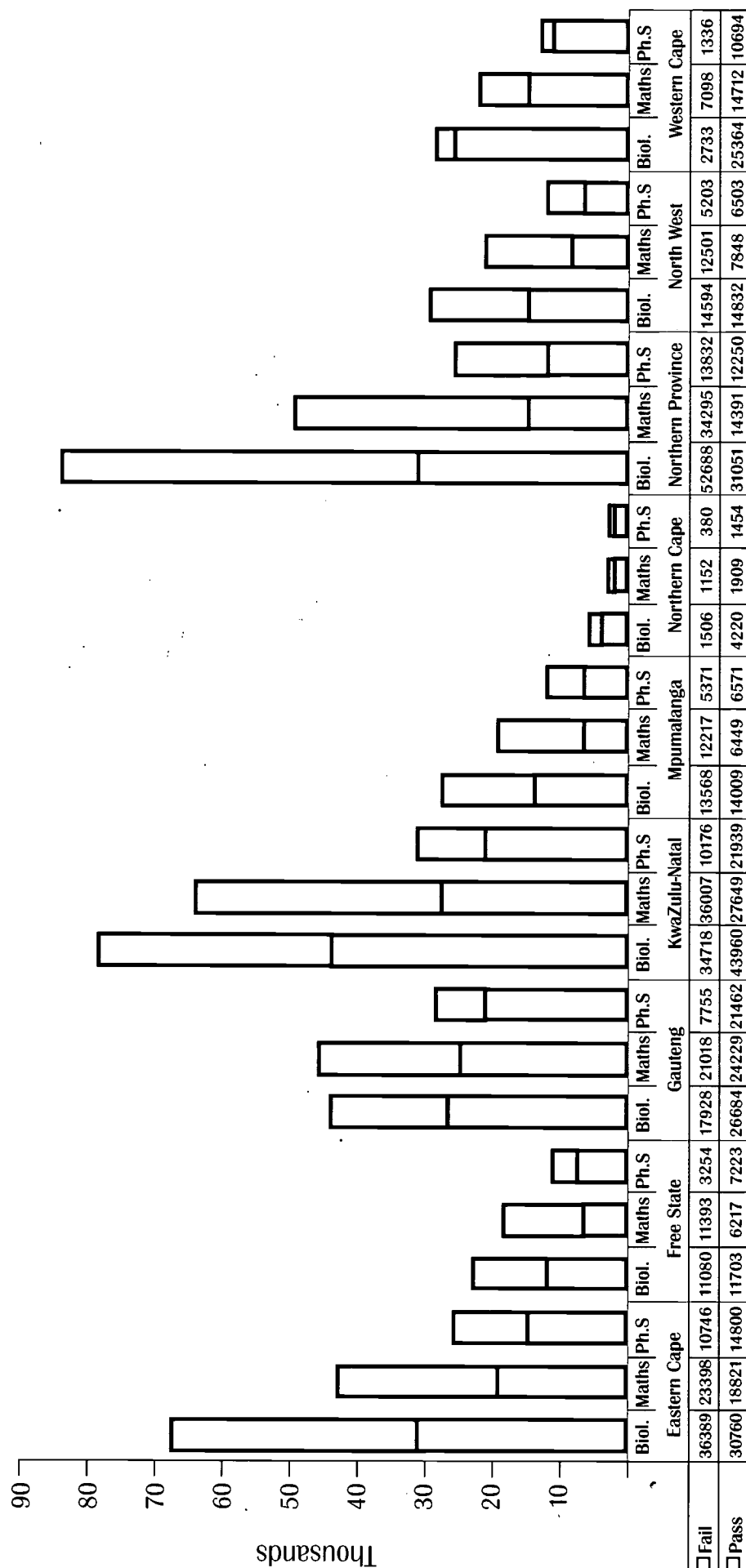


Fig. 6: Results for Biology, Mathematics and Physical Science in the matriculation examination, 1999



Pass rates

Eastern Cape			Free State			Gauteng			KwaZulu-Natal			Mpumalanga			Northern Cape			Northern Province			North West			Western Cape		
Biol.	Maths	Ph.S	Biol.	Maths	Ph.S	Biol.	Maths	Ph.S	Biol.	Maths	Ph.S	Biol.	Maths	Ph.S	Biol.	Maths	Ph.S	Biol.	Maths	Ph.S	Biol.	Maths	Ph.S	Biol.	Maths	Ph.S
45.81%	44.58%	57.93%	51.37%	35.30%	68.94%	59.81%	53.55%	73.46%	55.87%	43.44%	68.31%	50.80%	34.55%	55.02%	73.70%	62.37%	79.28%	37.08%	29.56%	46.97%	50.40%	38.57%	55.55%	90.27%	67.46%	88.89%

Fig. 7: Results for Accounting, Business Economics and Geography in the matriculation examination, 1999

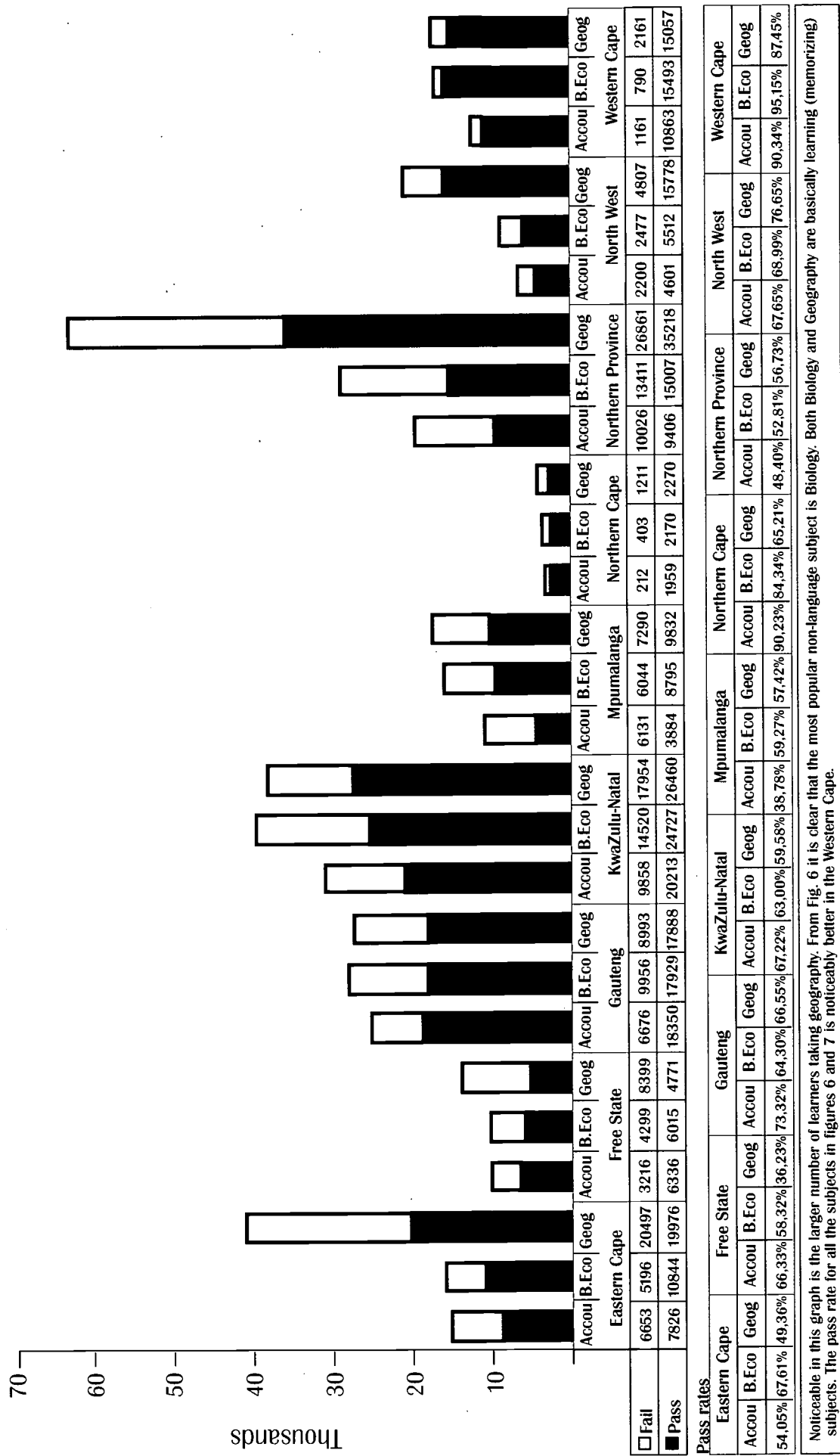


Fig. 8a: Learner enrolment for 1993 to 1999 and forecasts for 2000 to 2009 for the EASTERN CAPE

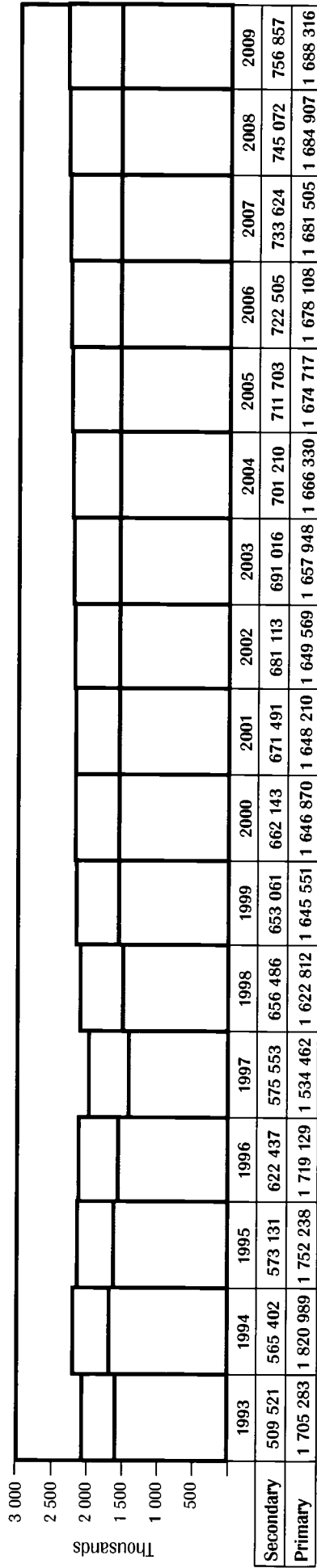


Fig. 8b: Learner enrolment for 1993 to 1999 and forecasts for 2000 to 2009 for the FREE STATE

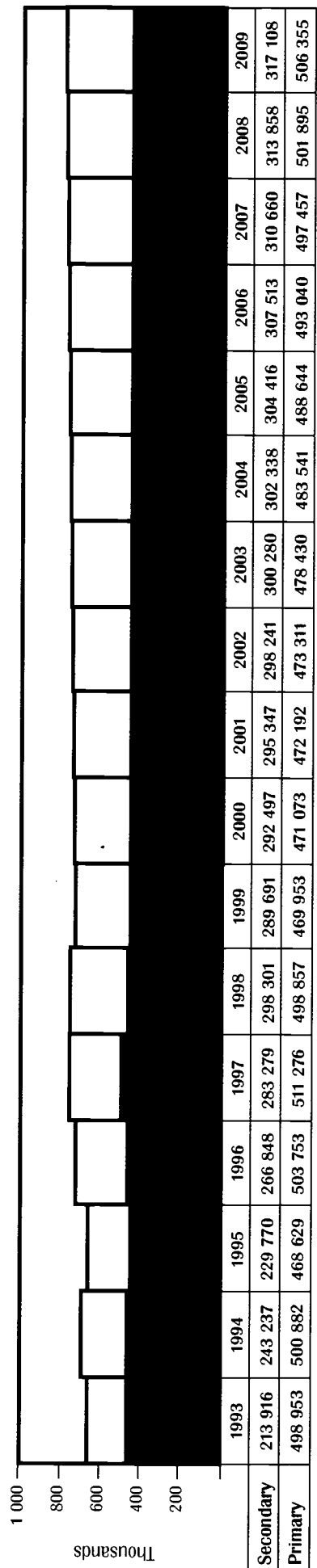


Fig. 8c: Learner enrolment for 1993 to 1999 and forecasts for 2000 to 2009 for the GAUTENG

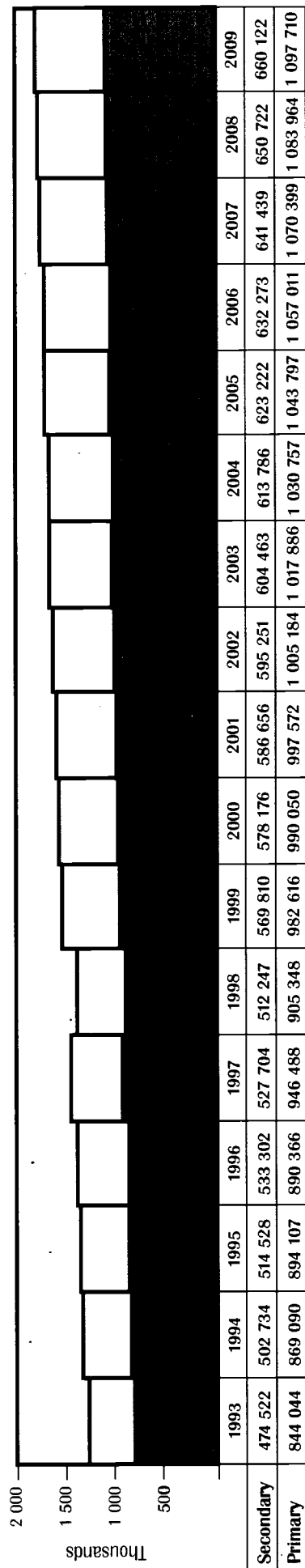
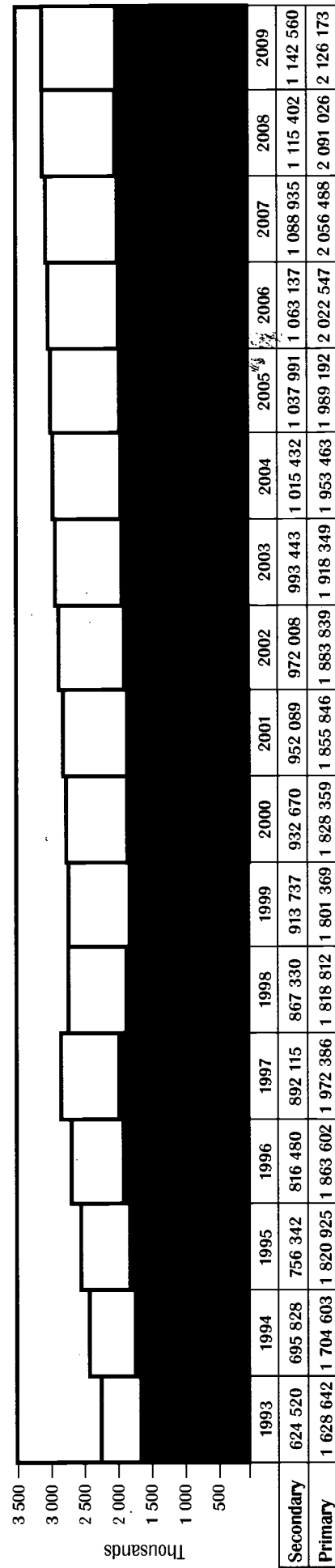
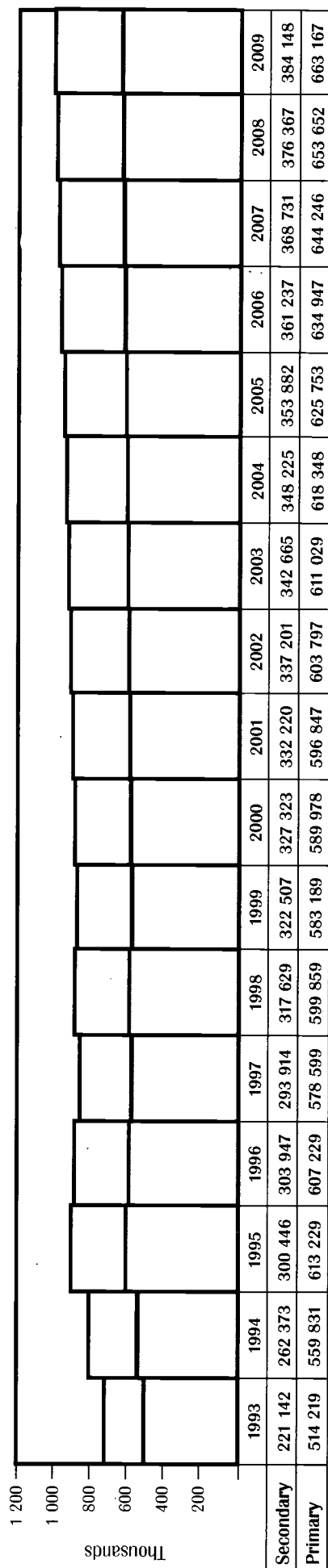


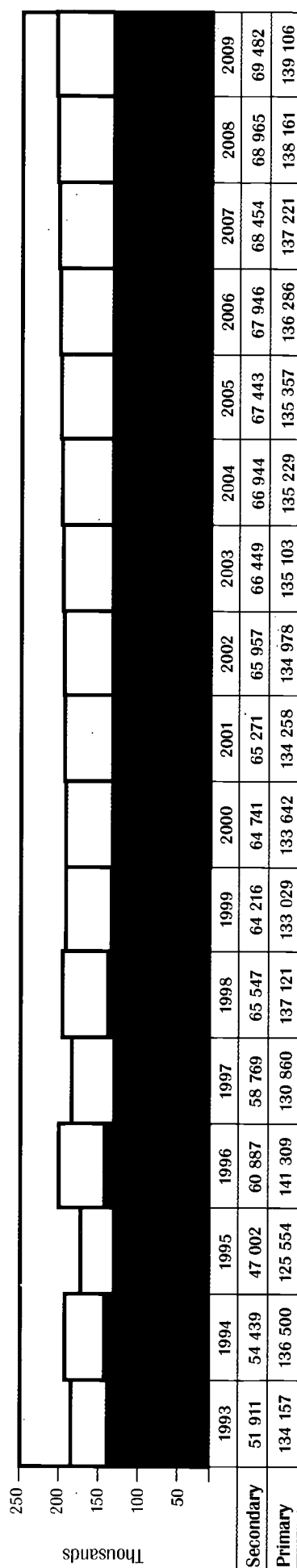
Fig. 8d: Learner enrolment for 1993 to 1999 and forecasts for 2000 to 2009 for the KWAZULU-NATAL



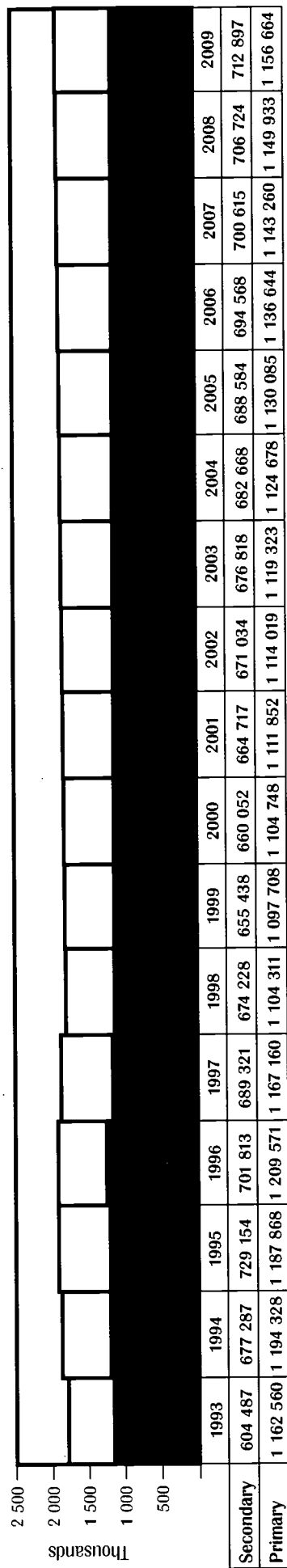
**Fig. 8e: Learner enrolment for 1993 to 1999 and forecasts for 2000 to 2009
for MPUMALANGA**



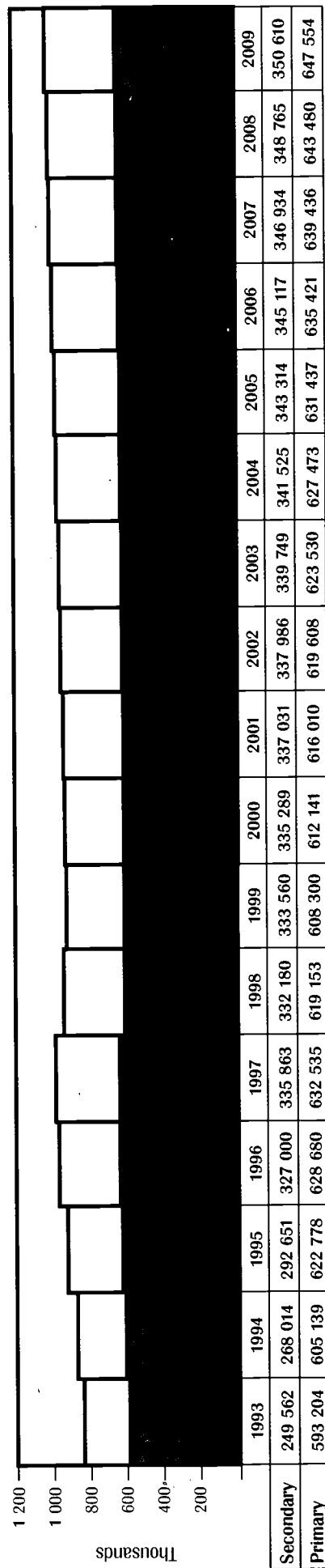
**Fig. 8f: Learner enrolment for 1993 to 1999 and forecasts for 2000 to 2009
for the NORTHERN CAPE**



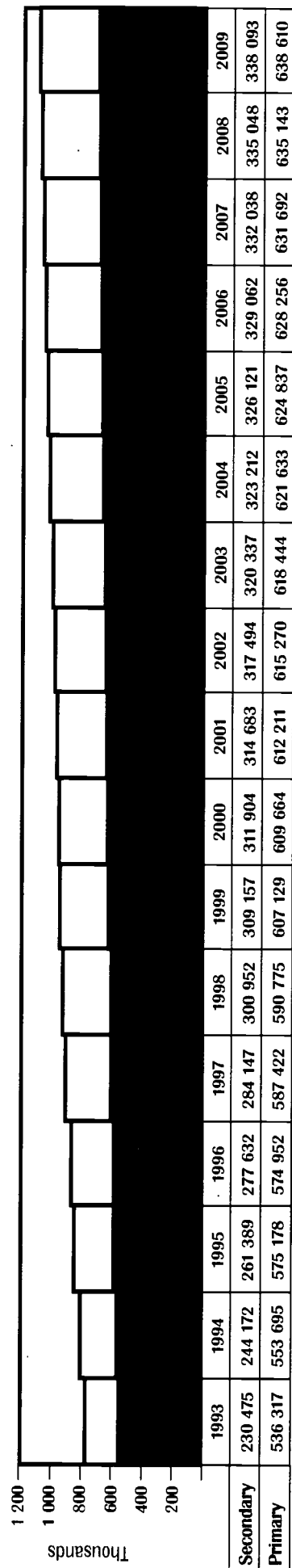
**Fig. 8g: Learner enrolment for 1993 to 1999 and forecasts for 2000 to 2009
for NORTHERN PROVINCE**



**Fig. 8h: Learner enrolment for 1993 to 1999 and forecasts for 2000 to 2009
for the NORTH WEST**

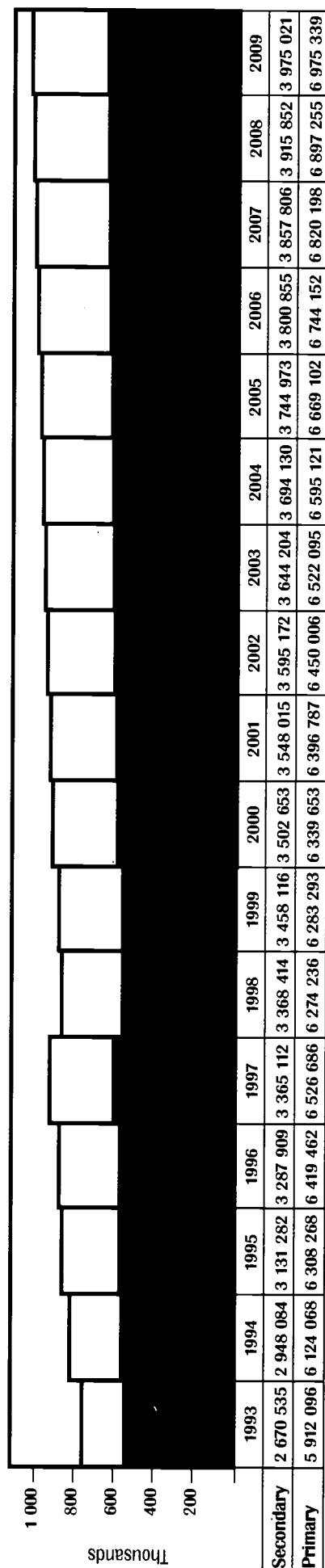


**Fig. 8i: Learner enrolment for 1993 to 1999 and forecasts for 2000 to 2009
for the WESTERN CAPE**



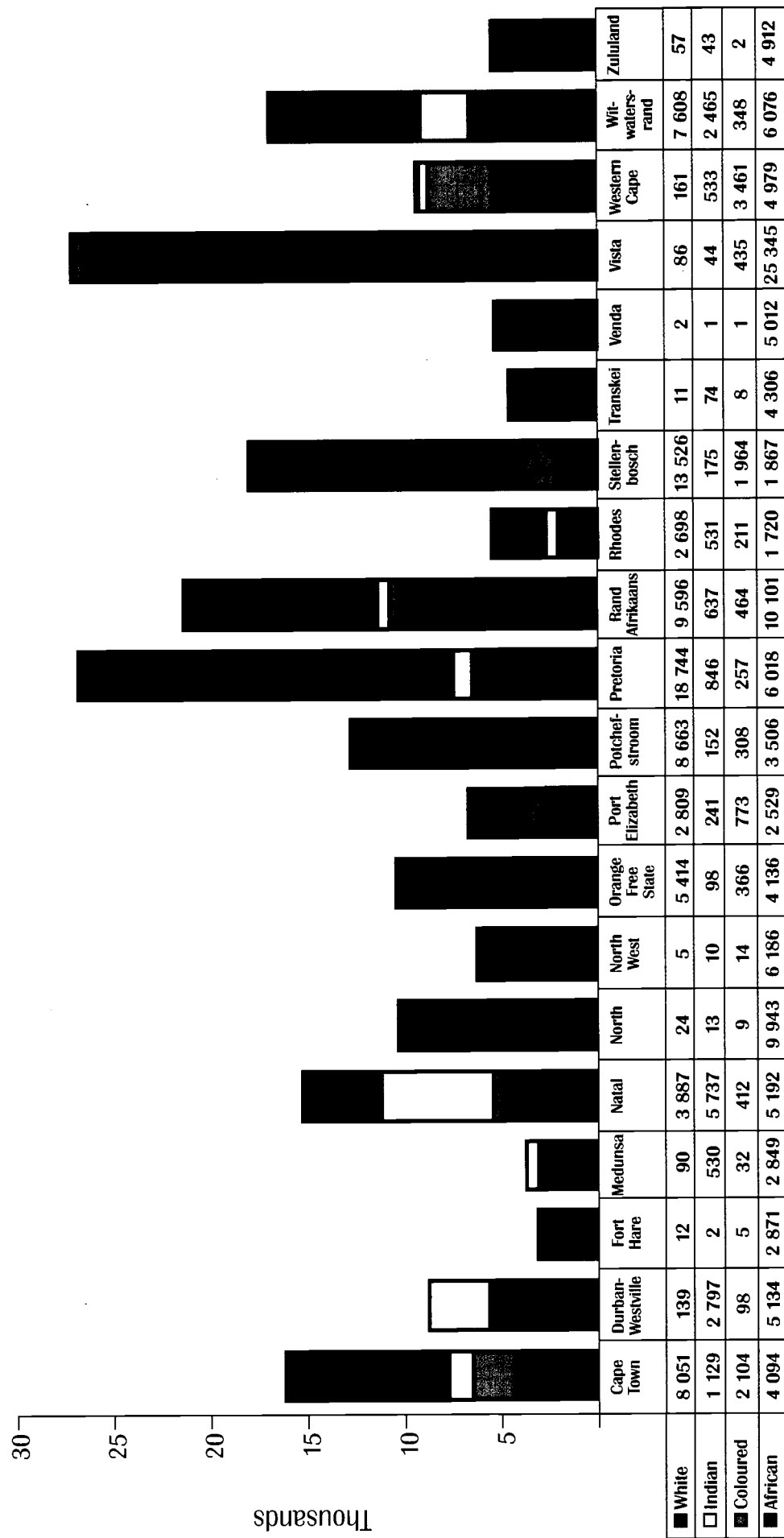
Growth rate 1999 - 2000: Primary 0,518% per year. Secondary 0,935% per year.

**Fig. 8j: Learner enrolment for 1993 to 1999 and forecasts for 2000 to 2009
for SOUTH AFRICA**



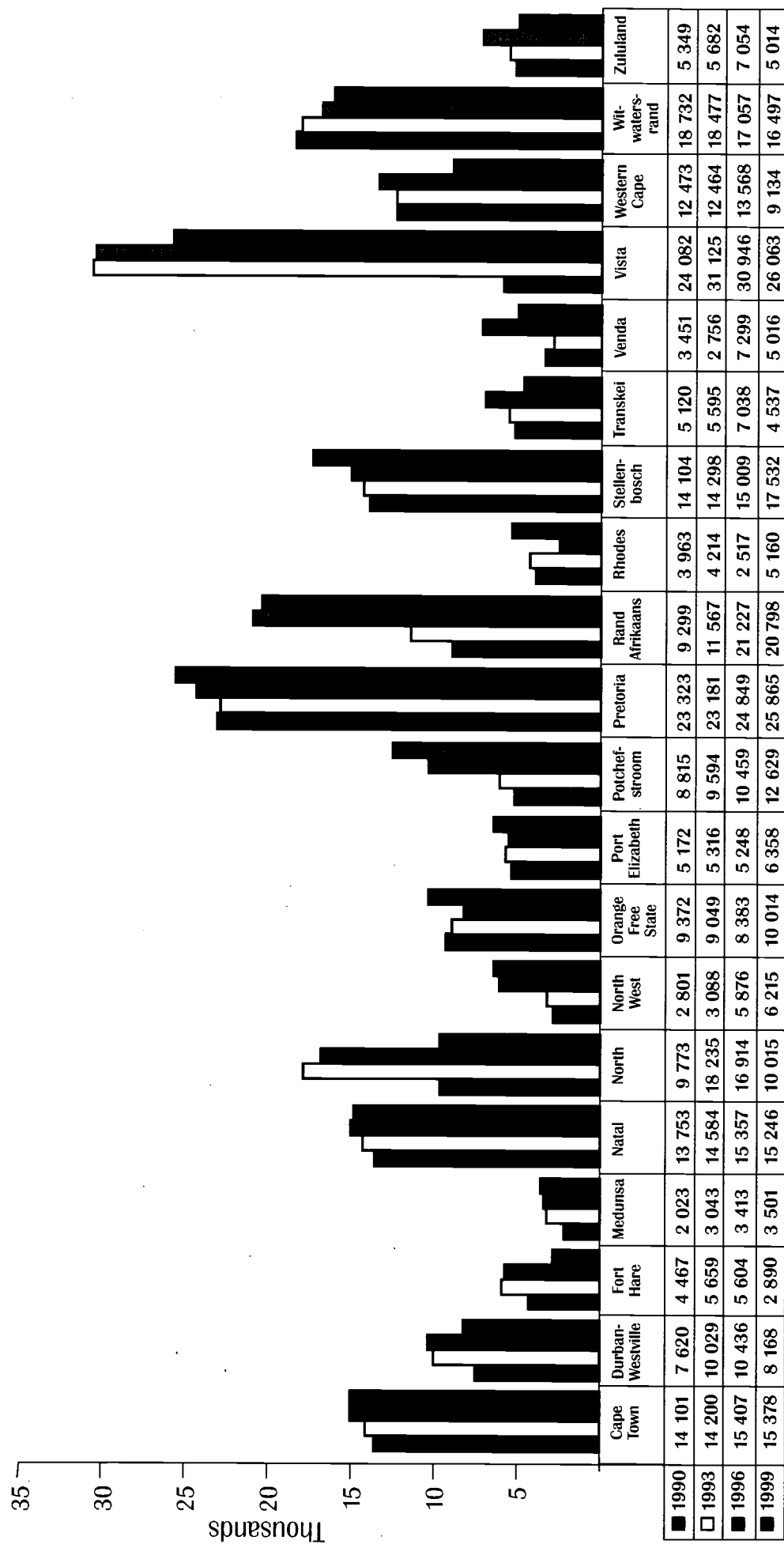
Growth rate 1999 - 2000: Primary 1,101% per year. Secondary 1,494% per year.

Fig. 9: Students at universities according to population group, 1999



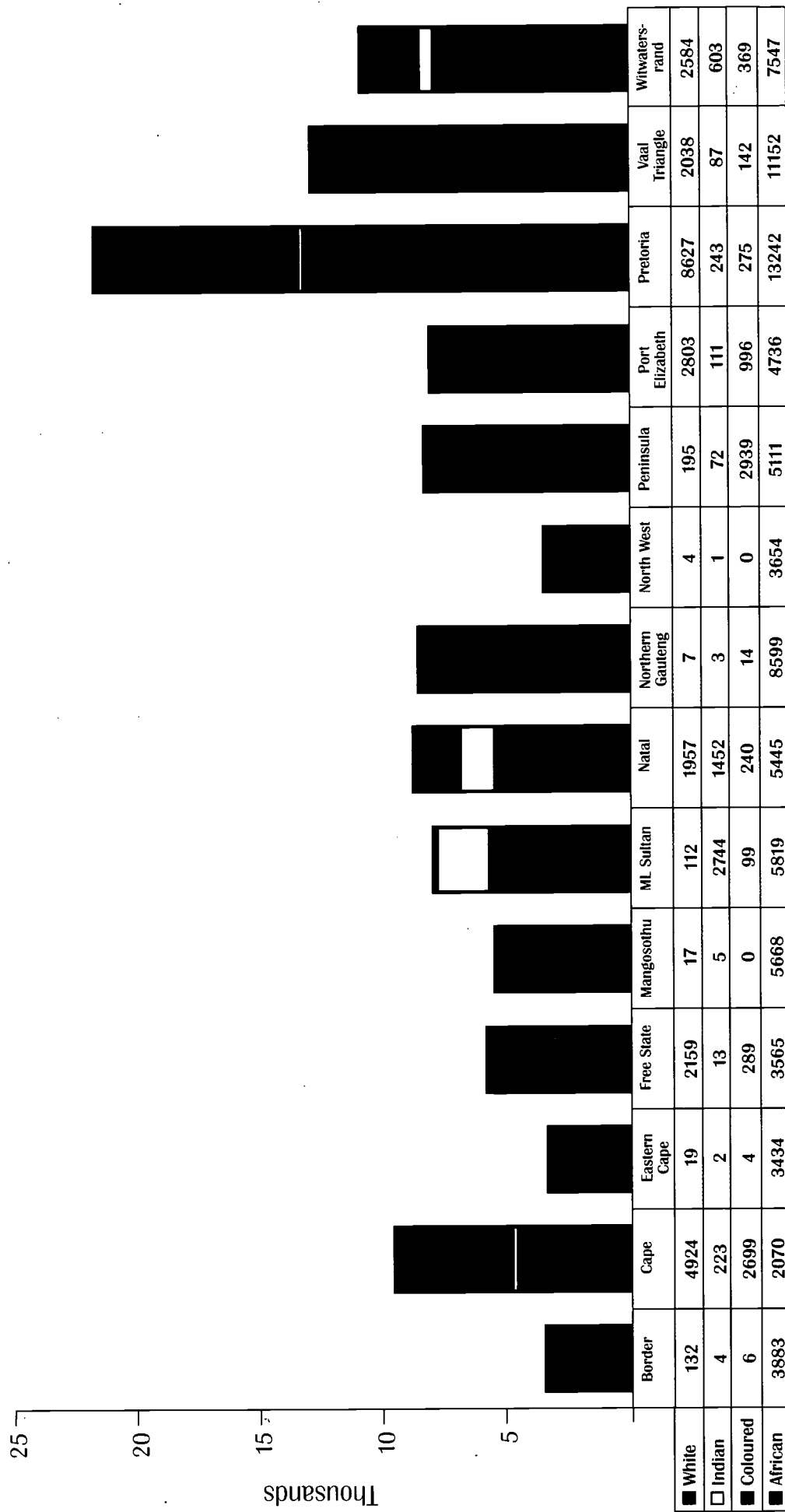
The University of South Africa had 46 013 African, 4526 Coloured, 12 008 Indian and 40 842 White students.

Fig. 10: Students at universities 1990, 1993, 1996 and 1999



Student numbers at Unisa increased from 104 302 in 1990 to 135 079 in 1996 and decreased to 103 389 in 1999.

Fig. 11: Students at technikons according to population group, 1999



Technikon South Africa had 47 995 African, 4 305 Coloured, 2 434 Indian and 13 712 White students.

Fig. 12: Students at technikons 1990, 1993, 1996 and 1999

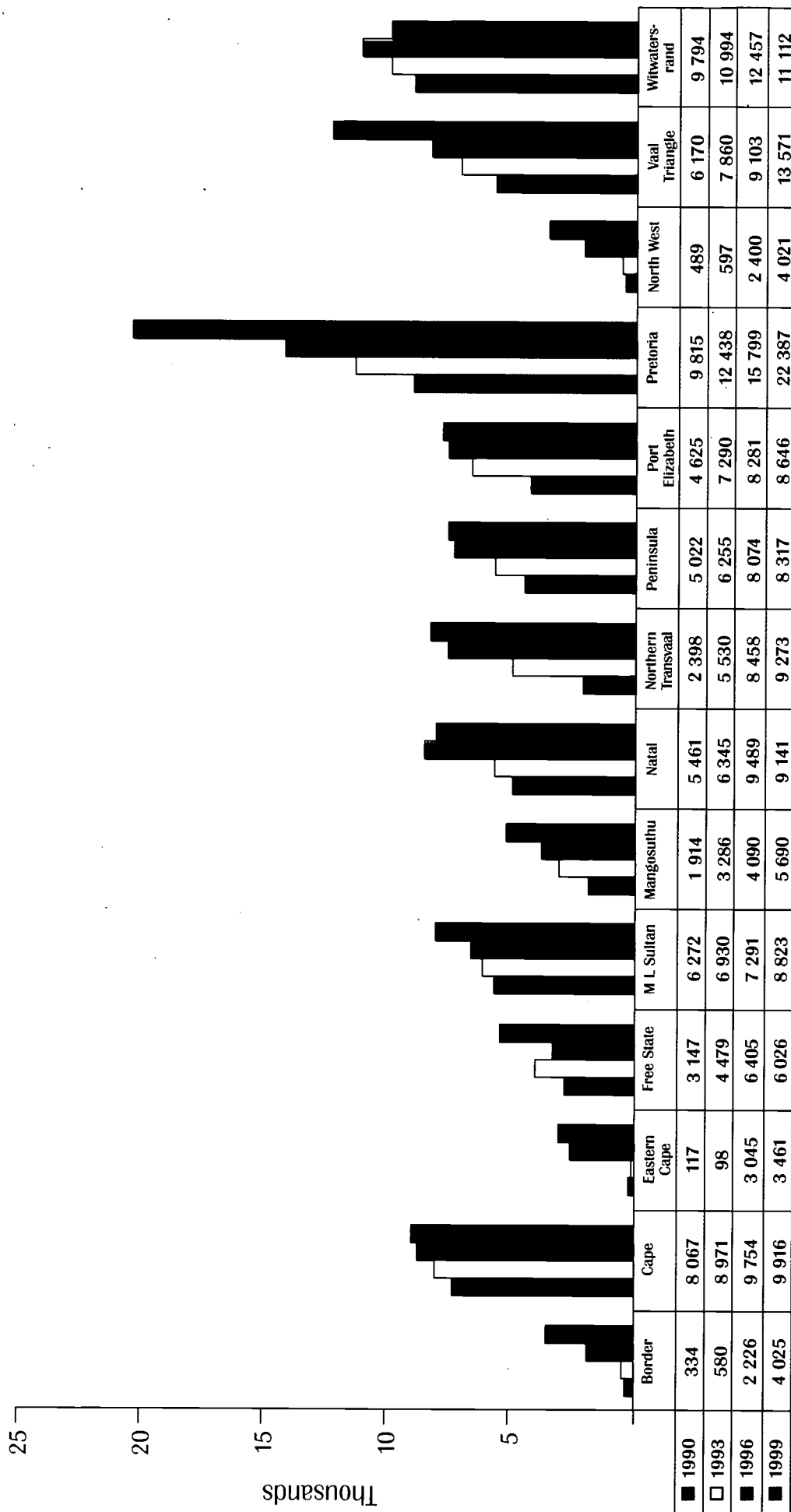
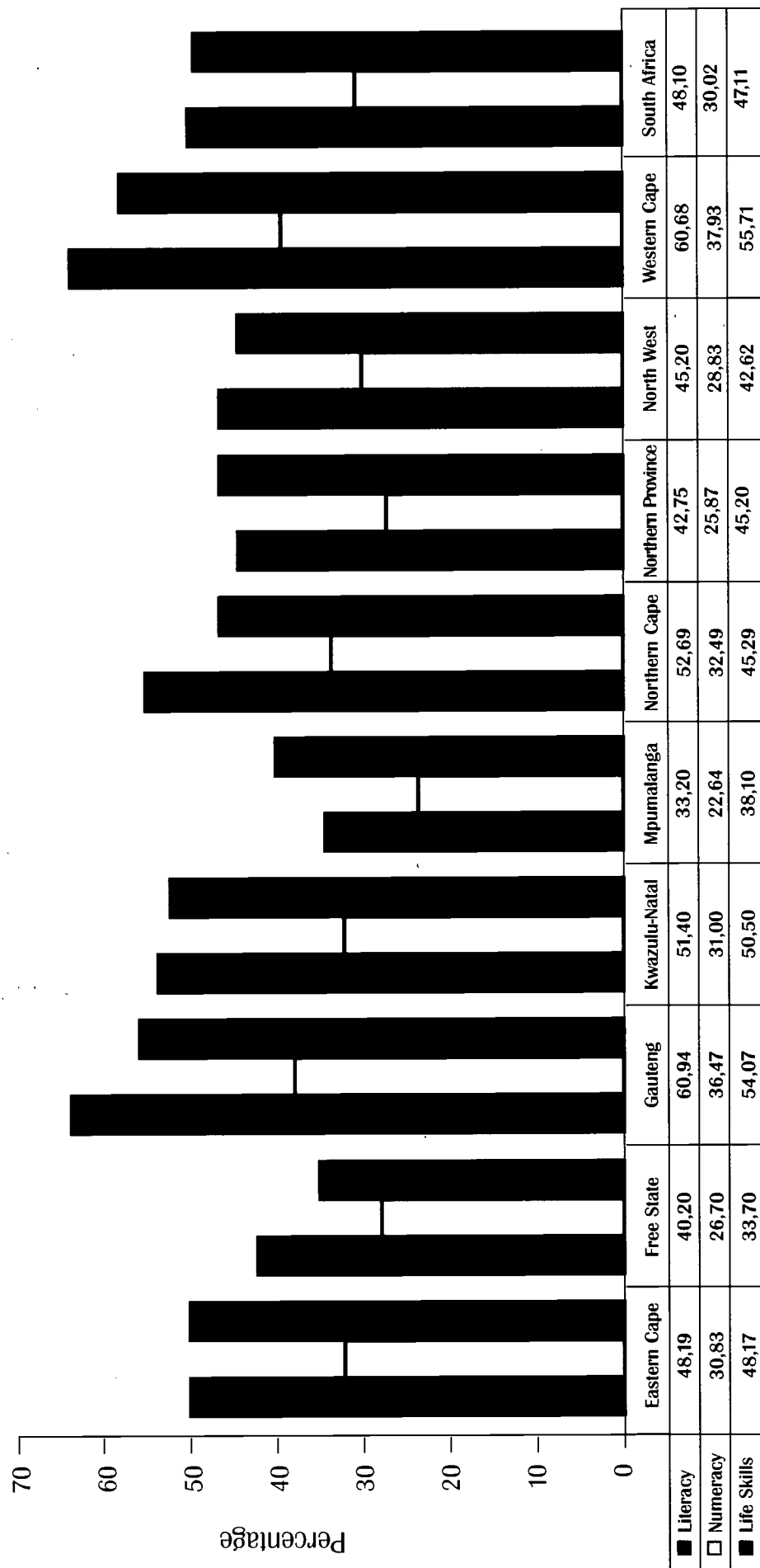
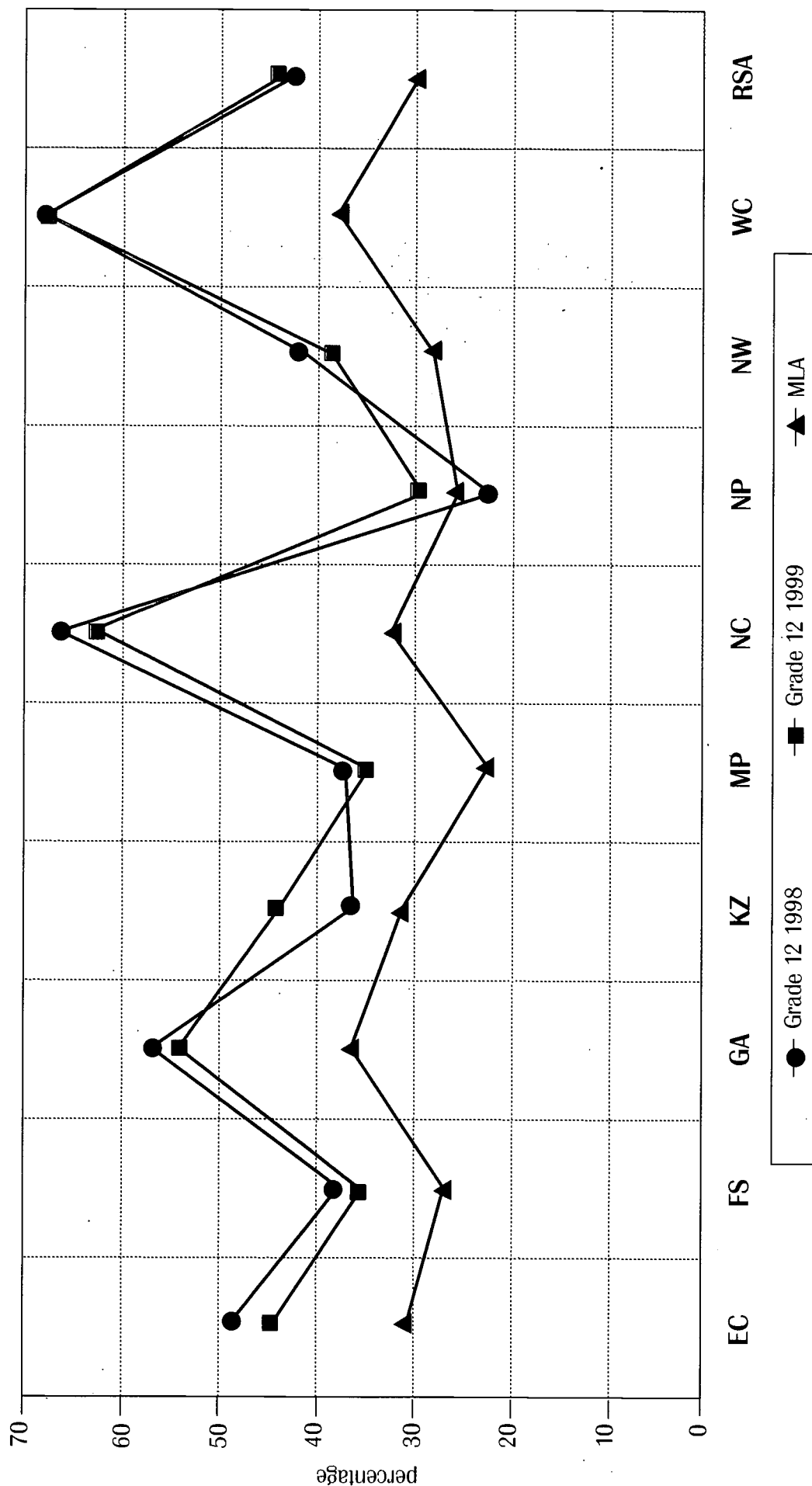


Fig. 13: Results of the MLA (Grade 4) project, 1999



The Monitoring of Learners Achievement (MLA) project is a UNESCO/Department of Education project in which Literacy, Numeracy, and Life Skills were tested in Grade 4 learners of 400 schools. The test instruments were developed in collaboration with the HSRC, the fieldwork performed by provincial department officials and the data capturing and analyzing done by RIEP.

Fig. 14: Comparison between the performance in NUMERACY (MLA Grade 4) and the pass rate in MATHEMATICS (Grade 12 final exam) per province



Provinces with a better Grade 4 performance in the MLA numeracy test also performed better in Mathematics in the matric examination. The importance of effective primary school teaching is clearly illustrated.

UNIVERSITY EDUCATION

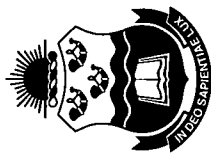
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- University of Pretoria, Brooklyn, PRETORIA, 0002, (012) – 4204114, Website: <http://www.up.ac.za>
- University of South Africa, P O Box 392, PRETORIA, 0003, (012) – 4293111, Website: <http://www.unisa.ac.za>
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- University of the Orange Free State, P O Box 339, BLOEMFONTEIN, 9300, (051) – 4019111, Website: www.uoys.ac.za
- University of the Western Cape, P/Bag X17, BELLVILLE, 7530, (021) – 9592115, Website: <http://www.uwc.ac.za>
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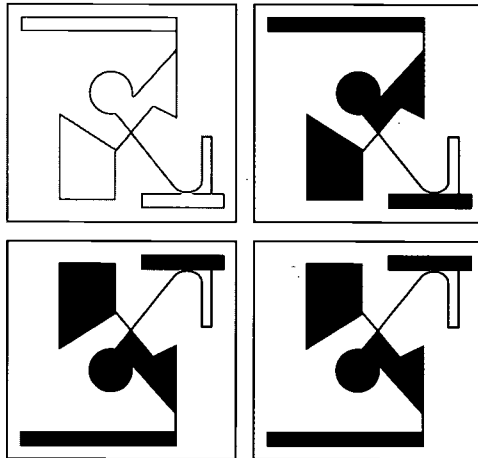
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- Free State Department of Education, Private Bag X20565, Bloemfontein, 9300
- Gauteng Department of Education, P O Box 7710, Johannesburg, 2000
- KwaZulu-Natal Department of Education, P O Box 463, Melmoth, 3835
- Mpumalanga Department of Education, Private Bag X1855, Middleburg, 1050
- National Department of Education, Private Bag X895, Pretoria, 0001
- North West Department of Education, Private Bag X2044, Mmabatho 2735
- Northern Cape Department of Education, Private Bag X5020, Kimberley, 8301
- Northern Province Department of Education, Private Bag X9489, Pietersburg, 0700
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